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ABSTRACT

The CEPAC Project (Career Education, a Process of Attitude Change) is a consortium in rural southwestern Colorado having as its purpose to infuse career education concepts into the primary and secondary level curriculum being taught by all teachers and to provide as many career options for students as possible. The project covers an area of approximately 20,000 square miles and includes seven school districts serving over 300 teachers and administrators and approximately 5,500 students. Since implementation of a comprehensive career education program requires that teachers and administrators undergo a change of attitude, an important component of the project is inservice programs. A career education cadre, comprised of four persons who have implemented the career education concept into their classes or administrative areas of responsibility, teach inservice workshops. The CEPAC program has many instructional materials developed by teachers as a result of workshops and classroom actvities. Job experience kits made up of simulation materials based on occupations available in the local area have been developed. Videotape and slide-cassette programs have been locally prepared by teachers, students, and career education staff. All radio programs and public relations efforts are taped for future use. (The titles and grade levels of career education units implemented during the 1974-75 academic year are appended. Many of these are available as separate documents.) (EM)

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C E P A C

Project Summary

Printed by

CEPAC: Career Education -

A Process of Attitude Change

San Juan Basin Area

Vocational - Technical School

Cortez Colorado

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWARD

This project summary was prepared by Dr. William J. Nelson, Director of the CEPAC Project and indicates the attitude change philosophy underlying the implementation of Career Education in the project schools. The CEPAC Career Education Project is a consortium in Southwestern Colorado administered through the San Juan Basin Area Vocational-Technical School including the school districts of:

Dolores RE-4A, Dolores, Colorado
Mancos RE-6, Mancos, Colorado
Dolores County RE-1-J, Dove Creek, Colorado
San Juan County No. 1, Silverton, Colorado
Egnar No. 18, Egnar, Colorado
Montezuma-Cortez RE-1, Cortez, Colorado
Bayfield 10Jt-R, Bayfield, Colorado

Enthusiastic professional educators are the key to any new program such as Career Education. The Career Education Cadre made up of Norma Joy Brandt, English teacher, Dolores High School; Wayne Peterson, Principal, Mancos Elementary School; and Don Tomberlin, Principal, Dolores High School are the key individuals. Their endeavors and assistance in planning and conducting in-service in the CEPAC Project is appreciated.

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Dolores County RE-1-J
San Juan School District No. 1
Montezuma-Cortez RE-1
Bayfield 10Jt-R
Egnar No. 18

CAREER EDUCATION:

A PROCESS OF ATTITUDE CHANGE:

Introduction

The CEPAC project utilizes the programs of teacher cadre, workshops, in-service tours and a staff of director and coordinator to provide the process whereby Career Education is implemented into the school curriculum. The goal is to provide relevant and meaningful education to seven rural school districts in the upper and lower San Juan Basin of Colorado. The philosophy of the program is to infuse Career Education into the existing school curriculum being taught by all teachers and to provide as many options for students as possible.

At the elementary level teachers have developed units for their own use incorporating Career Education concepts including not only vocational and role expectations but concern with student self-concept and values clarification. There has also been a directory prepared to identify local resource people to come to the school and possible field trips into the community.

At the secondary level different districts are taking different approaches. At Mancos, 7th and 8th grades are enrolled in a 2-hour bloc course on Environmental Studies that carries biology and social studies credit. This course emphasizes real life situations and the use of community resources. There is also an attempt in Mancos to integrate some of the Career Education units into the Project SUN bilingual-bicultural program at the elementary level.

Dolores RE-4A, Cortez, Dolores County, Bayfield and Silverton are using sections of the Business and Office Career Education Materials prepared by Colorado State University at the secondary level. There is also a strong thrust in the Dolores RE-4A secondary Language Arts program toward work observation and career exploration activities. Also, senior high students from the General Business Program have worked with 5th graders to teach commercial and consumer mathematics. Dolores RE-1 also has an integrated Senior Problems and Language Arts calss that has a Career Awareness thrust.

A materials cadre has been organized for the 1975-76 school year. They will provide the technical expertise for elementary teachers to develop numerous games, bulletin board ideas and problem solving situations through short workshops of 3 or 4 hour duration.

Change

The most important component of a model for planned change is the in-service program. Career Education prescribes a re-orientation of the schooling process with an emphasis primarily upon human needs and the skills required for life. In order for curriculum to be designed that will interface the schools with the business-industry-labor community to include the implementation of comprehensive Career Education programs, all teachers and administrators must undergo an attitude change.

Any formal or informal approach to planned change must consider reducing resistance to change and keeping communication channels open. The first barrier to overcome is the reaction that the change is a fad and it will ultimately go away. An effective in-service program is the basis for such a change and must be open and allow for a free exchange of ideas. In-service should include group work, role playing and simulation with as little lecture as possible, so as to reduce feelings a workshop participant might have, that he was forced to listen to a program without having any input. An energetic team of teachers and administrators can be the means whereby participants in a workshop are actively involved in a process of attitude change.

In the CEPAC: Project (Career Education Process of Attitude Change) in rural Southwestern Colorado a Cadre of teachers and administrators along with Career Education staff are used as a team for in-service programs and workshops. The project covers an area of approximately 20,000 square miles, with an elevation ranging from 5,000 to 10,000 feet, and includes seven school districts serving over 300 teachers and administrators and approximately 5,500 students. The San Juan Basin Area Vocational-Technical School provides the administration for the program. Funds are received cooperatively from Title III of the Elementary and Secondary Education Act and Part D Exemplary Funds from the Vocational Education Act, Ammendments of 1968.

In-Service

Cadre members should be included in all phases of workshop planning. An in-service that is based on discussion and interaction by necessity, highlights at all times, concept, philosophy and learning activities. Educators must ultimately become committed to the underlying concepts for the change to be effective. A team that is used outside or on a regional or state basis, should devise some means of assessing the readiness level of their audience. The most precise way is through an objective, written evaluation, however a good indication can be derived as a result of discussion.

The components of a workshop are very critical, as well as is it's timing. Concept and philosophy leads to an understanding of Career Education and cannot be over-emphasized, however the means by which these components are presented can be disputed. Teachers

generally are interested in curriculum ideas for their classes and how they can get started in Career Education. Usually they do not want to participate in lengthy programs on philosophy. When the principles of Career Education are discussed on the basis of student activities with continued revelence to a career development model, the philosophy is more readily accepted.

Mandatory in-service programs can increase the resistance to change, therefore workshops that tend to be voluntary, obviously have a greater chance of success. Teachers and administrators, after having successfully completed a workshop, can be effective informal change agents in their schools. A partial-voluntary program can provide the impetus that is needed to substantially begin a new program of Career Education. Also political problems between administrators and staff are reduced in a semi-voluntary program.

The entire process of attitude change involves informal as well as formal components. The follow-up and support of teachers and their activities is equally as important as the initial in-service.

Participants

The following chart indicates participant involvement by school district and level in the CEPAC Project for 1975.

District	Percent of Teachers having Received In-service	
Egnar School District 18, Egnar, Colorado	Total	83
Dolores County School District RE-1-J, Dove Creek, Colorado	Elem.	73
	Sec.	50
Dolores School District RE-4A Dolores, Colorado	Elem.	68
	Sec.	50
Montezuma-Cortez School District Cortez, Colorado	Elem.	42
	Jr. H.S.	53
	H.S.	35
Mancos School District RE-6 Mancos, Colorado	Elem.	91
	Sec.	65
Bayfield School District 10Jt-R Bayfield, Colorado	Elem.	80
	Sec.	87
San Juan School District No. 1 Silverton, Colorado	Elem.	50
	Sec.	80

Workshop participants have the opportunity to receive graduate credit for certification and salary schedule purposes through Adams State College or Western State College in Colorado. Implementation of the concepts are enhanced as no credit is given until Career Education activities are conducted in the classroom and in the case of administrators, until school district plans, goals, and time lines are developed.

The program has many instructional materials developed by teachers as a result of workshops and classroom activities. A substantial manual of teaching and administration plans have been developed with all plans being operational since they have been implemented into the writer's realm of responsibility. Job Experience kits have been developed for guidance programs, based on the form developed by Dr. John D. Krumholz of Stanford University. The kits are simulation materials of occupations available in the local area. Video-tape and slide-cassette programs have been locally prepared by teachers, students, and Career Education staff. All radio programs and public relations efforts are taped for future use.

Cadre

The Career Education Cadre is comprised of individuals that have implemented the concept into their classes or administrative areas of responsibility and are consequently figures of credibility to workshop participants.

In the CEPAC Project a Career Education Cadre is used for teaching workshops and also for a sounding board for ideas nad plans performing the role of a quasi advisory committee. The Cadre is made up of a high school principal, elementary school principal, 5th grade teacher, and a high school English teacher.

The Cadres are effectively used as resources in an in-service program by structuring their input upon the various Career Education objectives. Curriculum are emphasized simultaneously in a dynamic enthusiastic way based on the interaction of workshop participants.

The cadre was trained by the Career Education project director and along with the coordinator they cooperatively planned and conducted the workshops previously listed. The planning was done in such a brainstorming way that all ideas were considered but were subject to analysis and dispute by everyone with all having equal input.

The project director found that it was difficult to find qualified personnel for staff positions in Career Education. Staff needs were met effectively by the retraining of innovative teachers as to the concepts of Career Education and implementation plans and processes. It is important for all people involved in the Career Education change agent process to thoroughly understand and be able to empathize with the thoughts and feelings of teachers.

Change Model

A teacher who experiences success in the classroom with Career-oriented learning activities will usually make a decision to continue into similar programs. The adoption of Career Education and the resulting attitude change can be based upon the "Innovation-decision process as described in a four-stage model by Rogers and Shoemaker (1971). This model takes place in an individual's mind and includes the person's knowledge of the innovation and an understanding of it, the formation of a favorable or unfavorable attitude toward the innovation, the engagement in activities which lead to a choice to adopt or reject the innovation and the seeking of reinforcement for the innovation decision he has made."

The model by Rogers and Shoemaker is very appropriate for the adoption of Career Education by a school district or faculty. Within this process the Career Education Workshop becomes the major vehicle whereby the concept is implemented and a basis for action is provided. Stages three and four of the innovation-decision model can be accomplished through implementation of Career Education activities into the classroom and reinforcement of those activities, when, on teaching, a unit is met with success in terms of increased student interest, learning experiences of higher quality and increased achievement.

Teachers can be involved in additional activities that reinforce the decision to use Career Education. Attendance at conferences, tours, visitations, and observations of other teachers using Career Education, demonstrating ones knowledge of the concept to others, and classroom programs are means that assist in the process of adopting Career Education as a viable approach to learning.

The total process of attitude change involves many phases in which all require careful planning based on existing knowledge of attitudes, backgrounds and available resources.

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1. Bailey, Larry J. and Stadt, Ronald W., Career Education: New Approaches to Human Development, McKnight Publishing Co., 1973.

2. Weinstock, Ruth,
The Greening of the High School, Education Facilities Laboratories, Inc., 1973.

Career Education Units

Implemented

1974-75 Academic Year

CEPAC Project

Dolores RE-4A School District
Dolores, Colorado

ELEMENTARY Grade Level	CAREER EDUCATION UNITS
2nd Grade	Unit on Hospital
6th Grade	Occupations in Forestry, Arts and Crafts Fair
4th Grade	Arts and Crafts Fair
4th Grade	Arts and Crafts Fair
5th Grade	Arts and Crafts Fair
5th Grade	Arts and Crafts Fair, Interdisciplinary unit on Math and Occupations in a store with high school business class
6th Grade	Arts and Crafts Fair
Kindergarten	Arts and Crafts Fair, Community Helpers
2 & 3 Grade	Restaurant Occupations, Consumer and Homemaking
3rd Grade	Restaurant Occupations, Consumer and Homemaking
SECONDARY Subject	
English	The Ungame, Field Test for CSU BO-CEC Project, Occupational Exploration Kit, Occupational Films, definition of Occupational and School Terms and their relationship, Career in a Complex Society, Work observation by students who selected career areas.
Math	Careers in a Complex Society, BO-CEC Project, Urban Challenge, The City: Today and Tomorrow
History	BO-CEC Project, Radio Programs
History	Occupations in Forestry and Ecology
Home Econ.	Occupations in Consumer and Homemaking, Observation and exploration of Careers at the Robin Rogers school for the mentally retarded and also the Cortez Nursing Home
Business	Interdisciplinary unit with 5th grade on the operation of a store

Mancos School District RE-6
Mancos, Colorado

ELEMENTARY Grade Level	CAREER EDUCATION UNITS
Kindergarten	Community Helpers
1st Grade	Math in a Play Store, I Want to Be, FAmily Workers, Student Drawings, Occupational Films, Health Poster
2nd Grade	Developing an Understanding of Self and Others
3rd Grade	Christmas Crafts Sale, This is My Door Chart, Slides of Telluride, Candle Factory, Mancos Govt. Occupational Films, Career Ed. Notebook, Trading Post
4th Grade	When I Grow Up, Family Occupations, Popeye Career Awareness, Occupations Which Built America, Career Game, Careers in Fine Arts, Becoming Aware of Self
5th Grade	Food Cluster Program, One year program in the Food Cluster area
6th Grade	Careers in Construction Laboratory-One Year Program Development of a City, Careers in Mining, String Art, Environment in Mancos and the year 2000, Career Awareness Game, Occupational Research
Bilingual-Bicultural	Spanish-English Language Dictionary Role Playing, Occupational Bulletin Boards
Remedial Reading	I Want to Be, Environmental Cluster, Occupational Flashcards, Occupational Puzzles, Dusco Kit
Reading & 5th Grade	Assembly line Production, Food Services, Self Concept, Regions of the U.S., Math Application Kit
Special Ed.	Agriculture Book, Community Workers, Occupational Puzzles, Awareness Drawings
SECONDARY Subject	
Ind. Arts	Construction and Financing of a Home
Spanish	Law Enforcement Unit
Art	Art Show, Class Newspaper
P.E. Guidance	Recreation Unit
Biology	Environmental Unit
Math	One Year Environmental Studies Block, BO-CEC Project

Science	One Year Environmental Studies Block, Occupations in Geology
English	One year Environmental Studies Block, BO-CEC Project Mass Media, Sports and Environmental Careers, Class Newspaper, Creating a TV Program
History	One year Environmental Studies Block

Dolores County School District RE-1-J
Dove Creek, Colorado

ELEMENTARY Grade Level	CAREER EDUCATION UNITS
5th Grade	Health Careers, Nutrition, Jobs in a Hospital
2nd Grade	Automotive Careers, Lollipop Dragon
6th Grade	Mining Careers, Careers in Photography
4th Grade	Careers in Farm Service
1st Grade	Dairy Farmer, Where Does it Come From
3rd Grade	Health Careers, School Nurse
Kindergarten	Farming and Ranching, Service People
2nd Grade	Transportation Unit
SECONDARY Subject	
Science	Photography Unit, Conservation Officer Unit
English	Walden and Lifestyles, Self Concept, Math in Automotive
Vo-Ag.	Vocational Agriculture, Simulating Occupation in the Feeds Industry
Art/Eng.	Careers in the Fashion Industry, Careers in the Filmmaking Industry, Careers in Art, Power Simulation
History/ Counselor	The Ungame, Job Preparation, Getting and Keeping a Job, Job Attitudes, Occupational Research
Music	Composing Music to Fit Advertisements
Ind. Arts	Mass Production Unit
English	Mass Media Unit, Job Preparation (Filling out applications, job interviews, etc.)

Special Ed.	Occupations in Farming
Math	Construction Unit
Math	Metric System
History	Travel Unit in Geography
English	Cradle to Grave Unit

San Juan School District No. 1
Silverton, Colorado

ELEMENTARY Grade Level	CAREER EDUCATION UNITS
2nd Grade	Health Careers, Play Store, Where Does it Come From?
3rd Grade	Dairy Farm, Apple Orchard and Occupationa involved in each, Career Cluster Game, Fathers Work, Where Does it Come From?
4th Grade	Careers in Natural Resources, Where Does it Come From?, the Story of the Sea, Occupational Films
5th Grade	Occupational Films, Career Development Laboratory, Popeye Books, Dairy Farm Occupations, Unit in Archaeology, Mini-Classes in Career Awareness
6th Grade	Unit in Archaeology, Transportation Unit, Occupations involved in Avalanche Control, Dairy Farm Careers
Kindergarten	Service People, Dusco Kit, Lollipop Dragon

SECONDARY Subject	
Home Econ.	Wild Game and Preparation, Unit on Making and Marketing Animal Pillows, Fashion Show
Ind. Arts	Miniature House Building, Construction Unit
Business	Money Management Game, BO-CEC Project, How to Buy a Car, Watch Out for Easy Credit
History	Dangerous Parallel, Hat in the Ring
English	Visit to Denver to Observe Different Occupations in the Mass Media Field, Producing Own Commercials, Complete Awareness Unit for four weeks

Science	Organizing Awareness Block in Science
Counselor/ Asst. Supt.	Developed School District Plans and Goals

Montezuma-Cortez School District RE-1
Cortez, Colorado

ELEMENTARY Grade Level	CAREER EDUCATION UNITS
3rd Grade	Occupations in Construction-Measurement, Math, Dissemination of Arizona Tour to Mesa, Kemper, Manaugh
3rd Grade	Newspaper
EH	Career and Job Awareness through Auditory & Visual Reception, Association, Closure, Memory, Etc.
5th Grade	Career Games Laboratory--Sales and Consumer Education, Math and Values Clarification, Managing your Money, Math and Banking
6th Grade	Self Awareness (Math and Values Clarification), Focus on Self Development, Awareness & Involvement Parents Working
4th Grade	Occupations in a Newspaper, Developing an Understanding of Self and Others
5th Grade	Job Opportunities in Tire and Retreading Business
2nd Grade	Occupations in a Rural vx. Urban Grocery Store
5th Grade	I Like Me, Getting to Know Me, Valuing Approach to Career Education
3rd Grade	Health Careers
2nd Grade	The Postal Worker
3rd Grade	Occupations, Bilingual Education, Dissemination of Arizona Tour to Mesa, Kemper, Manaugh, Health Careers, Math Application Kit, Lollipop Dragon, Responsibility, I Want to Be
4th Grade	Occupations in Pottery Making, Student Developed Slides/Cassette
6th Grade	Self-Concept, Choosing a Career, Manufacturing, Medical & Health, Forestry, Ecologists, Mass Media
2nd Grade	Developing an Understanding of Self and Others

Music	Careers in Music and Drama
3-4 Grades	Self-Concept, Me, Transportation
1-2 Grades	Forestry, Ecology, Me, the Jelly Bean Company

HIGH SCHOOL

Subject	
Social Studies	Occupations in the County Court System
Home Ec.	Fashion Journalism, Fashion Model, Merchandising, Upholstering, Bachelor Survival Class, Learning Packets in Advertising, Alterations, Bridal, Buyers, Designers, Draperies
Sp. Ed.	Compilation of Faculty Resource Booklet for MCHS
Social Studies	Job Preparation-Keys, Job Experience Kit, Fascinating World Attitudes, Interviews
Band	Video Tape of Resources in Band & Music in local area
Biology	Use of Solar Energy
Mech. Drawing	Sub-Bidding Electrical Contract
Typing/Psy.	Job Preparation-Keys (SRA), Job Experience Kits, Job Attitudes, Gascinating World of Work
Co-op Ed./Eng.	Famous Biographies, Kinds offwriting Performed by a General Reporter in a Newspaper
Business Ed.	Consumer Right to Know-Simulation, Radio, Typing

JUNIOR H.S.

Subject	
Math	BO-CEC Math, Math and A Salesman
P.E.	Operation of a Bowling Alley--Management, Public Relations, Occupations related
Science	Principles of Manufacturing
Science	Dolores River Project and Related Occupations
Science	Simulation of Occupations involved in Animal Behavior, Plant I.D., Operation of a Floral Shop
English	Self-Concept, Success Values, Opportunities

Counselor	Presentation to classes on importance of work, ability & self concept
Rem. Reading	Construction and Recreation
English	Developed a Mini Course in Occupational Exploration, Career Game Self Concept
Spanish	Use of Spanish in Banking
Ind. Arts	Industrial Arts--Jewelry Making
Soc. Studies	Occupations in New England
Math	Metric System in Occupations
Math	Math and Construction (BO-CEC)
Soc. Studies	Living Today Class, Mining Occupations, Self-Concept

Bayfield School District 10Jt-R
Bayfield, Colorado

ELEMENTARY Grade Level	CAREER EDUCATION UNITS
Kindergarten	Exploration of Family Roles, Exploration of Service People, Lollipop Dragon
1st Grade	My Home and Family (How a Family Works Together), Lollipop Dragon, Where Does it Come From?
2nd Grade	If I were a ---, Understanding All Types of Jobs, What I Will Be from A to Z, Fathers Work, Mothers Work
3rd Grade	My Place in Society, Awareness of Nature, Exploration of Fathers Work
4th Grade	My Mother is Just a Housewife-Importance of Mother and basic skills involved, Fathers Work, Where Does it Come From?
6th Grade	Metric Store, The Making of Electromagnets
SECONDARY Subject	
English	Communication and Mass Media, BO-CEC Project, Exploring Clusters in Remedial Reading, Career Development Laboratory

Drivers Ed.	Study of Automobile Chasis
Science	Art of Buying A Car, Career Development Laboratory, Money Management Game
Math	Practical Uses of Math, Consumer Related Math, BO-CEC Project, Use of Math Packs
Home Ec.	Food Preparation for Large Groups, Careers in Fashion Industry
History	Rutile on the Beach, Hat in the Ring, BO-CEC Project
English	Awareness of Career Opportunities, Careers after High School, Communications and Mass Media
Art	Commercial Art Field, Record Album Designs, Art in Advertising
History	Exploration of Rectangular Land Surveys, Careers in Natural Resources, Urban Challenge
Library	Knowledge of Different types of Librarianships
Sp. Ed.	Job Responsibilities and Work Habits, Where Does it Come From?, Careers in the Automotive Field
Principal	Developed Plans and Goals for School District

Egnar School District No. 18
Egnar, Colorado

Business & P.E.	Unit on Taxes
4-6th Grade	Unit on Construction
Science & Math	Farming and Dairy Related Occupations, Cost of Production, Organized Work Observation/Experience Program for High School Students
Superintendent	Developed School District Plans and Goals
History	Ecology Unit, Communication and Mass Media, ARt Careers in Advertising, City Today and Tomorrow

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